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U.S. DEPARTMENT OF LABOR
CHILDREN'S BUREAU

WE ARE fighting again for human freedom and especially for the future of our children in a free world. Children must be safeguarded—and they can be safeguarded—in the midst of this total war so that they can live and share in that future.—*A Children's Charter in Wartime.*

• YOUNG WORKERS IN WARTIME •

School Youth and Their Jobs

BY GOLDA STANDER

Industrial Division, U. S. Children's Bureau

Pressure for workers, the attraction of the pay envelope, the feeling on the part of many school youth that through employment they can best share in the war effort, added to the lack of realization of the importance and value of education for future war service and adult citizenship—these are among the reasons why school enrollments are decreasing as thousands of children leave school to enter the labor market. In addition, thousands of youth attending school are undertaking part-time work. Not only are students 16 years of age and over employed, but many school children 14 and 15 years old and even younger are working.

Under wartime conditions, in areas where there is a genuine need for labor that cannot be met in any other way, there may be justification for more extensive part-time employment of school youth than in normal times. In facing the possibility of need for youth power to help meet wartime manpower shortages, the War Manpower Commission states that in most cases youth under 18 can best contribute to the war program by continuing in school and, when their services are required, accepting vacation and part-time employment. Such a policy, however, is predicated on the assumption that the need for the labor of these school youth be certified by the proper official authority; that no one under 14 years of age be employed; that the work be suited to their age, strength, and abilities; that the hours of work be reasonable in view of their physical and educational needs; and that proper safeguards be maintained for their educational progress.

Reports received by the Bureau from many sources indicate, however, that although the flooding of school children into the employment market is most noticeable in areas of acute labor shortage, it is also characteristic of many other localities where available adult labor has not been fully utilized. It is distressingly evident, moreover, that for the most part the work of school youth is uncontrolled and unregulated and is carried on under conditions detrimental to the health, education, and general welfare of the young workers.

For many of these students the combined hours of school and work are far in excess of the number commonly accepted as optimum working hours for adults. In fact, the hours of work are frequently so long as to make the term "part-time employment" a misnomer. Night work among student workers is often the rule rather than the exception. This is a matter of grave concern not only because of its adverse effect upon the education of school youth but also because employment at night, particularly in unsuitable occupations, may be a factor in the current rise in juvenile delinquency.

School principals, teachers, and counselors complain that employed school children are so tired and sleepy that many fail to attend school regularly and those who do attend fall asleep over their lessons, with the result that their school progress is being seriously retarded. Moreover, failure to keep up with their school work is causing many to become discouraged and drop out of school.

These developments have not gone on without concern on the part of groups interested in child welfare. In an attempt to understand and cope with the problem, local surveys have been made by the Children's Bureau, by State labor departments, by school authorities, and by private agencies, such as the National Child Labor Committee. In many areas there has been a growing movement on the part of school authorities to adjust or shorten school programs in an effort to meet the need for labor, combat uncontrolled and unregulated hours of work, and keep children from leaving school entirely. The findings of some of these surveys and the types of adjustment of school programs now being tried out are summarized in the following pages.

Extent of Employment.

Although complete figures on the extent of employment of school youth are not available, reports received from various parts of the country show that in many high schools from one-third to more than one-half of the students are working. For example, in Providence, R. I.,

approximately 40 percent of the students enrolled in the four senior high schools reported having jobs. In Connecticut a survey conducted in nine junior and senior high schools in four cities showed that in addition to the children employed in street trades and domestic service, more than one-fourth of the students (4,748 out of 17,295) were working outside of school hours. A sample survey of three high schools in a large midwestern city revealed that from 31 to 42 percent of the boys and girls were employed. In one of these schools, a large technical school for boys, 92 percent of the students in the senior grade had jobs.

In one school in Pennsylvania 68 percent of the students 16 years of age and over were reported to be working, and in another school in that State over 60 percent of the students from the eighth to the twelfth grade had jobs.

Of the 10,213 students who responded to a questionnaire circulated in all the high schools in Seattle, Wash., one-half (5,108) were working part time. Roughly, 60 percent of the boys and 40 percent of the girls had part-time jobs for pay.

A questionnaire survey on the part-time work of students enrolled in the secondary schools in Baltimore, Md., conducted by the Children's Bureau in cooperation with the local school authorities, showed that 10,488 (34 percent) of 30,687 students for whom questionnaires were returned were part-time workers. One-fourth of the students enrolled in junior high schools, more than two-fifths of those in senior high schools, and one-half of those enrolled in vocational high schools were working outside of school hours.

Age and Occupations.

Increasing numbers of younger school children as well as older students are working, many of them in violation of State and Federal child-labor laws. In Baltimore the ages of the 10,488 working children enrolled in the junior and senior high schools ranged from 11 years up; 5,537 (53 percent) were under 16, and 1,743 (17 percent) were under 14 years of age. Although specific information on extent of illegal employment is not available as yet, a preliminary review of the questionnaires returned shows that many children were employed contrary to the State child-labor law.¹

In the Connecticut schools surveyed, also, the ages of working students ranged from 11 years up. One thousand and three children, or more than one-fifth of those who reported employ-

ment in occupations other than in domestic service or street trades, were under 16 years of age and were working in occupations barred to them by the State law. In the Seattle high schools, the ages of the 5,108 working students were from 13 years up; 27 percent were under 16 years of age.

While boys and girls 16 years of age and over are, more and more, entering part-time employment in manufacturing occupations, many of them in war production plants, the majority of students are employed in retail trade and in service industries. Boy students are employed as messengers, delivery boys, stock boys and sales clerks in retail stores, ushers in theaters, pin boys in bowling alleys, bus boys, waiters, soda jerkers, helpers in garages and filling stations, newsboys, and bootblacks. Girl students are employed mainly as sales clerks in retail stores, as domestic-service workers and nursemaids, as waitresses, and as office workers.

In war production plants students 16 years of age and over are working on the assembly line making airplanes, machine tools, rubber sundries, electrical appliances, and various other products. The trend toward part-time employment of older students in manufacturing occupations has been accompanied, unfortunately, by increasing employment of school children under 16 in such occupations contrary to the child-labor provisions of the Fair Labor Standards Act.

Recent inspections made by the Children's Bureau on the basis of complaints received from parents and other interested persons that school children were working long hours and at night revealed flagrant violations in plants located in four States. In a plant engaged in reclaiming steel shipping containers, school children under 16 were found working from 5 to 9 p. m. on 5 days a week and sometimes on Saturdays in occupations such as rolling barrels out of the spray-painting machine, taking lids off cans, and so forth. Boys 14 and 15 years of age were also found working in a mattress factory. They claimed they worked from about 4 to 7:30 p. m., although the complainant, a parent, had stated that school children were employed until 10 o'clock and later. One boy, who was seen working by the inspector during school hours, had been reported to be absent from school because of illness.

Hours and Night Work.

All surveys on part-time work show that many students are employed at unsuitable jobs and are working excessive hours, often far into the night. In Connecticut children were found working 6 and 7 days a week; 40, 50, and 60

¹ A detailed report of the findings of the questionnaire survey conducted in Baltimore by the Children's Bureau in cooperation with the local school authorities is in preparation.

hours a week; and long after midnight. Boys as young as 11 years were working as pin setters in bowling alleys until 1 o'clock in the morning. Boys 16 and 17 worked the "graveyard shift" in factories, and girls 16 years of age worked from 3 to 11 p. m. after they had finished school for the day.

In a midwestern high school where 2,046 boys were employed outside school hours, 257 boys reported working at their jobs 40 hours or more per week, 125 were working 35 to 40 hours per week, and 96 were working 30 to 35 hours per week in addition to carrying their school programs.

The Seattle survey separated hours worked on Monday through Friday from hours worked on the week end. For almost one-fifth of the students, total weekly hours for work on school days ranged from 21 to more than 40 hours. In addition, many of the students worked on Saturday or Sunday, or both.

In a small high school in Pennsylvania, a survey of the part-time work of students was undertaken to estimate the changes in home and community life resulting from war conditions that confront the school with new problems. Among other findings, the survey showed that 40 percent of the employed students were working more than 20 hours a week. The average hours for the students in the twelfth grade were 32 per week, while the average hours for students in the tenth and eleventh grades exceeded 25 per week. Thirty-four percent of the working students reported that they had less than 8 hours' sleep a night. The director of the school guidance and placement department in a large city in another State reported that many children were working so late that they got only 3 or 4 hours' sleep at night. One 15-year-old boy was found sleeping in school. The teacher learned on inquiry that he had been working until 3 a. m. in a bowling alley. When this was reported to the attendance department and to the police and the situation was investigated, 50 children were found working until early morning hours in bowling alleys.

The reports by 1,607 employed students under 18 years of age who were enrolled in three Baltimore schools showed similar working conditions. Almost one-fifth worked 6 days a week and more than one-tenth worked 7 days, although 1 day of rest a week is the generally accepted standard, even for adult workers. Baltimore students spend $5\frac{1}{2}$ hours a day and $27\frac{1}{2}$ hours a week in school, yet even on school days hours of work on their jobs ran as high as 9 hours or more a day and as high as 48 hours or more a week, and night work extended to midnight or later.

It is worth while to analyze the hours of work of these 1,607 Baltimore students in terms of standards suggested for part-time employment during the war emergency, bearing in mind that these standards of hours of work represent maximum hours. For many individual students, shorter hours of work would probably be advisable if they are to carry the combined school and work program without detriment to their job, their school work, or themselves.

A limit of 3 hours of work on any school day has been advocated for children 14 or 15 years of age, and 4 hours for minors aged 16 or 17. Forty-eight percent of the 14- and 15-year-old children in the Baltimore survey worked more than 3 hours on 1 or more school days a week, 28 percent on 3 or more school days, and 14 percent on 5 school days. The same story of excessive hours of work on school days was found for students of 16 and 17. Fifty-six percent of these older students worked more than 4 hours on 1 or more school days, 26 percent on 3 or more school days, and 6 percent on 5 school days.

Not more than 18 hours of work a week has been advocated for students 14 or 15 years of age and not more than 28 hours for students 16 or 17 years of age. It was found in Baltimore that 34 percent of those aged 14 or 15 years and 14 percent of those aged 16 or 17 exceeded these limits.

So far as night work is concerned it is suggested that no work after 7 p. m. be undertaken by children 14 or 15 years of age and no work after 10 p. m. by students 16 or 17 years of age. Even on school days 53 percent of the Baltimore students 14 or 15 years of age did not stop work until after 7 p. m., and 15 percent of those 16 or 17 years worked after 10 p. m. on 1 school day or more. These late hours of work were not confined to the older students, for an even greater proportion of the students 14 and 15 (18 percent) than of those 16 and 17 years of age also worked after 10 p. m. Even the children under 14, many of whom were working in violation of the minimum-age provision of the Maryland child-labor law, were working long hours and at night; 24 percent worked more than 3 hours a day on 1 or more school days, and 11 percent worked more than 18 hours per week. Forty-one percent of these very young children did not stop work on school days until after 7 p. m.; 12 percent did not stop work until after 10 o'clock at night, and some worked until midnight or later.

Illustrative of heavy work schedules carried by Baltimore school children under 14 are the hours of work reported by two children who were working in violation of the child-labor law:

Helen, who is 13, works in a lunch room 7 days a week serving lunches and making coffee. She works 5 hours on school days, ending work between 8:30 and 9:30 p. m., except on Fridays when she works 1½ hours and finishes at 7:30. On Saturdays she works from 10:30 a. m. to 5:30 p. m.; on Sundays from 9:30 a. m. to 4:30 p. m. Excluding time out for meals, she works 28½ hours a week. Combined hours of school and work for this child totaled 56 a week.

Frank, aged 12, has been working for 8 months as a pin boy in a bowling alley. His hours on school days and Sundays range from 4:30 or 5 p. m. to 11 p. m. or midnight. On Saturdays he works all afternoon and evening to midnight. Frank works 37½ hours a week in addition to carrying a full school program.

In the 14- and 15-year-old group are Alfred and Jim, whose hours of work violated the night-work law:

Alfred, a 14-year-old, is another of the many young boys employed as pin setters in bowling alleys. He works every day in the week. On week-ends he starts work in the late afternoon and works until 11:30 or 12. On 4 school days he works from 4 to 5 in the afternoon until midnight (1 night until 1 a. m.). On the fifth school day Alfred's working hours are from 6 to 10 p. m.—which gives this 14-year-old boy a chance to get to bed before 1 or 2 a. m. once a week!

Jim, who is 15, is employed 6 days and 48 hours a week as a bus boy in a cafeteria, working from 4:30 p. m. to 1 a. m. His combined hours of school and work reach the grand total of 75½ hours per week.

Hours of work so long as to place an unduly heavy burden on their health and their opportunities for study and recreation were reported by many of the older students. Among them are Tony and John, both 16 years of age. One of the boys has a job as a grocery clerk and the other has a job as an usher in a motion-picture theater:

Tony's duties in the grocery require him to work both before and after school on 3 school days. He works from 5:30 to 8 a. m. and from 5 to 9 p. m. On Saturdays he works from 5:30 a. m. to midnight with only 2 hours out for meals. Tony's combined work and school hours total 63½ per week.

John works 42½ hours a week as an usher in addition to spending 27½ hours in school. His working hours are from 4 to 10 or 11 p. m. on 4 school days and from 1 to 11 p. m. on Saturdays and Sundays.

Adjustment of School Programs.

For the most part employed students work before or after school and on Saturdays or Sundays or both with no shortening of the usual school hours. In some communities industrial plants, sometimes in cooperation with the school authorities, have started regular 4-hour shifts after school hours for students 16 years of age and over. Depending on the closing hour of school these shifts usually run from 3 or 4 to 7 or 8 o'clock in the evening. Although 4 hours of work, of itself, may not be unduly excessive for students 16 years of age and over, it should be pointed out that the school day usually begins between 8:30 and 9:30 in the morning, so

that students carrying a full school program frequently have a span of school and work plus travel time that covers an 11- or 12-hour period, in most instances unrelieved by opportunity for recreation or for a hot meal.

More and more, however, school authorities in cooperation with the community are developing programs whereby boys and girls attend school for fewer hours in order to carry a part-time employment schedule. Typical is an arrangement for 4 hours of school and 4 hours of work. In some places this may involve a two-shift school system with part of the students attending 4 hours in the morning and part attending 4 hours in the afternoon. It may also involve releasing special classes from morning or afternoon sessions. In some instances under the 4-4 plan two students may handle one job, one student attending school in the morning and working at the job in the afternoon and the other student attending school in the afternoon and working in the morning.

Under other types of adjusted school programs, students are permitted to spend alternating periods of one or more days or weeks at school and at work. In still other instances individual students are released for certain hours during the school day or are permitted to skip one or two class periods at the end of the day, or to carry only two or three subjects depending on the number of hours they are employed.

A plan developed in one State, Wisconsin, by the department of public instruction and the industrial commission offers several alternatives for the division of a high-school student's time between school and work, including the 4-4 plan with two students sharing one job, the 4-hour shift after school hours, and a school program whereby the number of subjects carried is adjusted to the number of hours worked on the job.

It is clear that, as the need for workers increases, more schools may feel it necessary to adjust their school programs, particularly for students 16 years of age and over, partly with the idea of making more of the students' time available for work and partly to encourage boys and girls to continue with their school work rather than drop out of school. In general, the tendency has been to make that type of adjustment which will permit students to work for a portion of each day. It appears from reports received by the Bureau that this plan is preferred to that involving alternating periods of school and work. Under the latter plan it is considered much more difficult to maintain the interest of young people in their school work. There seems to be greater strain on the students,

and they are more likely to leave school entirely.

Carefully worked out adjustments of school programs for the older students may in many instances help to serve the needs of the individual boys and girls and make available a greater proportion of their time to serve vital labor needs where other workers are not available. Shortening school hours, however, will not safeguard these young workers against overstrain and excessive distraction from school work unless hours of work are also limited and conditions of work controlled. This involves careful planning of hours of work in relation to the school schedule, the home study required, and time spent in transportation.

Action Needed.

The War Manpower Commission in its statement of "Policy on Employment of Youth Under 18 Years of Age," issued in January 1943,² has outlined in general terms the circumstances under which school youth should be employed, if they must be employed, and has recommended general standards for their employment. This statement, while a step in the right direction, is but a first step.

Standards for employment of student workers must be amplified, particularly in relation to combined hours of school and work. Above all, they must be implemented by machinery that will put them into active use. To plan and

² Copies can be obtained from the Children's Bureau on request.

A limited supply of reprints of this article will be available from the Children's Bureau, Washington, D. C.

NOTES

The 1943 New Hampshire Plan

How one State is taking care of the educational interests of children under a plan for the release of high-school students for farm work is shown in the plan recently announced by the New Hampshire State Board of Education.

The qualifications for the selection of students for release from school for this work under the New Hampshire plan include: (1) a minimum age of 14 years, (2) satisfactory scholastic standings in all subjects, and (3) written consent of parents. Pupils may be excused from school for work for not longer than 1 week at a time with some provision for exceptions. In order to safeguard pupils from serious interference with educational progress, the plan provides that pupils' names may be removed from the eligible list for farm work because of school failure or unsatisfactory work service. School

control a program to permit the utilization of the services of school youth where needed, without detriment to their health, schooling, and well-being, requires the concerted efforts of government agencies, schools, parents, employers, and labor and community groups. It requires coordinated thought and action by the schools, especially through guidance and counseling services and the placement service, and its success rests on observance of school-attendance laws, labor laws, and employment-certification procedures. For development of effective programs it is essential that there be a public opinion which supports the national view as expressed by the War Manpower Commission, that the first obligation of youth even in wartime is to take full advantage of their educational opportunities in order to prepare for war and post-war services and for the duties of citizenship.

The urgent need for community action has been voiced by all who realize the impact of the war emergency on the school youth of the Nation, including the President, who in his May Day proclamation said, "I call upon the people in each of our communities to renew their efforts to promote the health of children in wartime and to take special measures in behalf of those boys and girls of high-school age who are combining school with part-time jobs, working during vacation, or entering full-time employment, in order that their safety, health, and normal growth may be fully assured."

work must be made up during the week following return to school. Pupils are not to be excused if other labor supply is available.

The plan is also noteworthy for the special procedures developed to make it possible for the school to know where the student is working and under what conditions. All placements are to be made by the farm-placement clerk of the county farm-bureau office, who must report the following information concerning the placement to the superintendent of schools: (1) the names of farmer and pupils, (2) the dates pupils will begin and end work, and (3) wages to be paid and length of working day. The farmer must report similar information at the close of each employment period to the farm-placement clerk who reports this to the superintendent of schools.

The need for protecting the health of young workers as well as their educational interests

is recognized in a brief paragraph to the effect that "we must keep in mind the individual's health and that overfatigue is detrimental to adolescents . . . and that many of those volunteering will not be physically able to do as much or the same type of work as an adult, or even a farm-reared pupil."

I. L. C.

Some Recent Figures on the Number of Young Workers

Tremendous numbers of boys and girls, the country over, are today having their first experience of employment. About 1 out of every 8 children aged 14 and 15 in the United States was working either full time or part time in April 1943 according to rough estimates based on sample surveys. This situation contrasts sharply with that in April 1941 when roughly 1 out of every 16 children of these ages was at work.

In the next older age group the proportion of young workers is much greater, and it has increased with equal rapidity. About one-third of all 16- and 17-year-olds were working in April 1943 compared with only about one-sixth in January 1941. These estimates include both full-time and part-time workers in all types of employment. For April 1943 they indicate that a total of roughly one-half million 14- and 15-year-olds and one and one-half million 16- and 17-year-olds were working.

The rate at which boys and girls have been joining the nonagricultural labor force, as distinguished from the numbers actually at work at a given time, is shown by statistics on the young people applying for social-security account numbers since 1940. These boys and girls were, in general, new recruits to the labor market who either had just obtained a job or hoped soon to obtain one in employment covered by the old-age and survivors' insurance program—that is, in all fields of work except agriculture, domestic service, and a few other types of jobs excluded from coverage under title II of the Social Security Act.¹

During 1942, approximately 748,000 children under 16 applied for account numbers, $2\frac{1}{2}$ times as many as applied during 1941 and nearly 6 times as many as applied during 1940. In the 16- and 17-year-old group, the number of boys and girls applying for such numbers in 1942 was 1,799,000, an increase of 25 percent

over 1941 and of close to 120 percent over 1940. Many more boys than girls applied for account numbers in each of the 3 years, but the rate of increase in the number of applicants was greater among the girls (see table). Apparently, young girls are being drawn into the labor market to a rapidly increasing extent as more employment opportunities are opened to women and girls by withdrawals of men for military service and by the increased labor shortages.

Boys and girls under 18 years of age applying for old age and survivors' insurance account numbers, 1940, 1941, and 1942

Sex and age group	1940	1941	1942	Percent of increase, 1940-42
Both sexes	954,474	1,730,363	2,547,053	166.9
Under 16 years	130,308	295,086	747,814	473.9
16 and 17 years	824,166	1,435,277	1,799,239	118.3
Boys	604,276	1,102,704	1,492,109	146.9
Under 16 years	105,406	236,028	527,667	400.6
16 and 17 years	498,870	866,776	964,442	93.3
Girls	350,198	627,659	1,054,944	201.2
Under 16 years	24,902	58,158	220,147	784.1
16 and 17 years	325,296	569,501	834,797	156.6

Advisory Committee Meetings

The Children's Bureau General Advisory Committee on Protection of Young Workers and its Subcommittee on Young Workers in Wartime Agriculture have both met recently to consider pressing wartime problems.

The General Advisory Committee on Protection of Young Workers, meeting April 30 and May 1, gave particular consideration to the development of policies, standards, and programs to meet the many problems presented by greatly increasing employment of young workers of school age, and gave particular attention to ways in which National, State, and community agencies and groups can cooperate in dealing effectively with these problems.

The Subcommittee on Young Workers in Wartime Agriculture, meeting May 14 and 15, learned of recent developments in the farm-labor program of the Extension Service, United States Department of Agriculture, and discussed problems of insurance, supervision of day-haul programs for young workers going to the fields daily from their homes, and ways in which community groups can contribute to the programs of the State extension service and county agents.

¹In the age groups under 18 years, most applicants for account numbers are new workers, although a few may already have been employed in agriculture, domestic service, or other noncovered employment.

• CHILD-WELFARE SERVICES •

The Welfare of Children in Peace and in War

BY EMMA O. LUNDBERG

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NOTE.—Preprinted from revised edition of *Our Concern—Every Child*; another section, *Security for Childhood in Post-War Years*, will appear in an early issue of *The Child*. The completed publication will contain also a set of outlines for general review of child-welfare needs.

THE WAR emergency has brought into high relief conditions which threaten the health, education, and social welfare of children. It is becoming increasingly clear that many of the problems of child care and protection which now call for immediate solution because of their relation to the war effort, accentuated though they may be by abnormal conditions in many communities, are problems which have been dealt with inadequately during past years and will continue to demand special attention in post-war years. Concern for children cannot be divided into three parts—pre-war, wartime, and post-war. Building for the security of childhood must be a continuous process of erecting on a firm foundation of past experience and achievements a structure which will insure the physical, mental, and moral well-being of every child and provide the opportunities that should be the heritage of all children.

Hardships and deprivations must be endured by children and adults alike during the period of stress, but they may be compensated for in a measure by greater vigilance on the part of parents and community agencies to protect children from the pressures of wartime and to guard their basic right to a secure home life and a safe environment. Standards of care that are recognized as essential to the welfare of all children must be maintained and strengthened during the wartime years. No State and no community within a State can afford to look after its children carelessly because the need is assumed to be of short duration.

During wartime there is particular danger of forgetting the needs of children whose care and protection are the immediate responsibility of State and local agencies—dependent and neglected children who must be provided for away from their own homes, children who because of physical handicaps or mental deficiency require special care and training, children who must be

helped to overcome delinquent tendencies, and children who need protection from neglect and from demoralizing conditions. Many institutions and agencies have had great difficulty in maintaining proper standards of care for children in normal times; they are now faced with rising costs of maintenance and increased need for service. Public services for child care and protection and for prevention of neglect, dependency, and juvenile delinquency must be maintained and strengthened. The necessary financial support of these agencies is of vital importance to children, and the increased demands upon them for services arising from war conditions cannot be ignored.

The opportunities and the protections which may be afforded in post-war years will have little meaning to children who are neglected now. Childhood is not replaceable. Immediate and effective action must be taken to safeguard children whose welfare is endangered by war conditions; but long-time needs cannot be ignored, and the task of building for the future cannot be laid aside. The obligations of society to children cannot be slighted during these vital years and compensated for by planning for their health and security in years to come.

GOALS OF A LONG-RANGE CHILD-WELFARE PROGRAM

At its sessions in January 1940 the White House Conference on Children in a Democracy defined objectives toward which progress should be made during the next few years in behalf of all the children of the Nation.¹ The recommendations adopted by the Conference hold that the essentials of child welfare include a satisfying home life with family income sufficient to assure decent, comfortable housing; adequate, nourishing food; warm, presentable

¹ Children in a Democracy. General Report Adopted by the White House Conference on Children in a Democracy, January 19, 1940. Children's Bureau, Washington, 1940.

Final Report of the White House Conference on Children in a Democracy, January 18-20, 1940. Children's Bureau Publication 272. Washington, 1943.

Standards of Child Health, Education, and Social Welfare: Based on Recommendations of the White House Conference on Children in a Democracy and Conclusions of Discussion Groups. Children's Bureau Publication 287. Washington, 1942.

clothing; health protection, and medical care when needed. Every child should have schooling at least until the age of 16 years; beyond that age school opportunities adapted to the child's aptitudes and interests should be available, with vocational preparation and progressive work experience. Every child should have the opportunity for religious training, and for recreation and leisure-time interests, congenial companionships, and experience in the democratic process. Every child should be helped to gain appreciation of the values and privileges of democratic citizenship and willingness to make all needful sacrifice for the preservation of these values.

These standards constitute the goals of democracy for every child, of whatever race, of native or of foreign parentage, in the country or in the city, rich or poor.

The report of the Conference points out that children comprise about one-third of the total population of the United States—36 million under 16 years of age and about 5 million aged 16 and 17 years—and that about 2 million babies are born each year. (In 1941 the number of live births was 2,513,427.)

Concern for the child begins before his birth in concern for his parents; it continues until the child reaches maturity. During this period of childhood, roughly 20 years, it is possible to distinguish certain needs of the child as an individual and other needs which are identical with those of his family or his community. The child receives or should receive services from many individuals, groups, and agencies in addition to his own family. Each has its special task; none can be performed successfully without regard for the others. . . . Too often people have failed to recognize the simple truth that the child cannot be broken up into parts—one for the parent, another for the teacher, one for the public official, another for the playground, and still another for the church. The child is an indivisible whole as he grows from infancy to manhood and must be planned for and served as such.²

Summing up the recommendations of the Conference on Children in a Democracy and their implications in the light of the impending urgency of national defense, the Chief of the Children's Bureau made the following statement in May 1940:³

What, then, is our duty to the children of today, the citizens of tomorrow, in this time of crisis?

First, it is to understand clearly that our internal strength, our unity of purpose, our effectiveness in achieving results, whether in peace or in war, depend to a great extent upon the confidence with which parents can face the future for their children. Their safety, their health, their homes, and their schools must be protected at whatever cost of resourceful planning and financial sacrifice. The responsibility for such

planning rests with all the people, but they must act chiefly through government. Government, in turn, must work in full cooperation with the citizens of the country in their many organizations devoted to civic advancement and human welfare. . . .

Second, there must be immediate expression of the purpose of the people of the United States to preserve and strengthen the economic foundations of home life . . . to preserve the social gains of the last decade, including governmental action to protect fair labor standards. . . . At the same time, general-assistance programs must be strengthened throughout the Nation. . . .

Third, child-labor standards must be preserved and strengthened. The manpower of the Nation is more than sufficient to meet all needs without calling upon children to sacrifice their strength and their schooling for industrial employment. . . .

Fourth, educational resources must be maintained and augmented as necessary to assure to every child a fair chance for schooling throughout the school-age period.

Fifth, the objectives of the Nation for its youth, as they have been expressed in our developing youth programs, must not be forgotten. . . . Every facility must be provided for guidance of youth, for encouragement of those with special gifts, for assuring to all youth opportunity for education or useful employment.

Sixth, we must cover the entire Nation as soon as possible with basic public-health and child-welfare services, needed at all times and especially necessary in times of special stress. All the counties, not merely two-thirds of them, should have public-health-nursing service to guard against epidemics, give health supervision, and assist in the development of community health services for children. Medical-care programs for mothers and children should be extended.

All our rural counties, not merely 500 of them, should have as soon as possible the services of a child-welfare worker, free from the heavy case loads which are carried by public assistance workers, and able to give full cooperation to citizens' groups in developing whatever community programs may be necessary to safeguard the health and well-being of children. In every city the public and private resources for safeguarding the health and welfare of children should be reviewed and strengthened with a view to meeting the needs of every child who may require special service.

THE FOLLOW-UP PROGRAM OF THE WHITE HOUSE CONFERENCE

In its "call to action" the Conference on Children in a Democracy faced the dual task of promoting the welfare of children through a long-sustained program and of meeting wartime emergencies: "Recognizing the immediate necessity for providing against the material dangers of the moment, this Conference is impressed also with the equal necessity for maintaining internal strength and confidence among the people of the strongest democracy in the world. If the American people, in a world showing many signs of break-down, can present a picture of a Nation devoting thought and resources to building for the distant future, we shall strengthen by these very actions our own faith in our democracy."⁴

⁴ Children in a Democracy, p. 85.

² Children in a Democracy, pp. 8-9.

³ American Childhood Challenges American Democracy (Speech by Katharine F. Lenroot at the National Conference of Social Work, Grand Rapids, Mich., May 28, 1940). *The Child*, July 1940, pp. 7-8.

The Conference affirmed its belief in the convictions of the American people—

That democracy can flourish only as citizens have faith in the integrity of their fellow-men and capacity to cooperate with them in advancing the ends of personal and social living.

That such faith and such capacity can best be established in childhood and within the family circle. Here the child should find affection which gives self-confidence, community of interest which induces cooperation, ethical values which influence conduct. Secure family life is the foundation of individual happiness and social well-being.

That even in infancy, and increasingly in later years, the welfare of the child depends not alone upon the care provided within the family, but also upon the safeguards and services provided by the community, State, and Nation.⁵

The Conference called upon all citizens "to press forward in the next 10 years to the more complete realization of those goals for American childhood which have become increasingly well-defined from decade to decade."

In accordance with a plan adopted at the closing session, the National Citizens Committee of the White House Conference on Children in a Democracy was organized in June 1940.⁶ Under the leadership of this organization follow-up activities were initiated in more than half of the States by White House Conference Committees or Citizens' Committees. These were organized with the official sanction of the Governors or as voluntary groups and represented a wide range of child-welfare interests. In conformity with the pattern set by the original conference they have been concerned with "the whole child," giving equal recognition to the fields of health, education, and social welfare, and emphasizing particularly the need for security of family life.

Many of these committees sponsored State-wide or regional meetings for discussion of the following topics:

What should be our goals for the protection of children throughout this State?

To what extent does the State (or community) now provide for the needs of children?

What action should be taken by the State and by the local communities in order that childhood may be more secure?

How can all organizations and citizens cooperate in a long-range program and an immediate plan of action?

Extensive fact-finding studies in the various fields of interest usually formed the basis for consideration of these questions. In a few States a notable beginning was made in organizing local committees to work under the guidance of the State group. Because of the war

emergency which soon made urgent demands upon the time and effort of State and local leaders in the White House Conference program, some of these committees have found it necessary to merge their interests with committees engaged in emergency activities in behalf of children especially affected by wartime conditions and several have discontinued their work for the duration of the war.

In some States, on the other hand, wartime activities have given an added incentive to the work of committees concerned with the long-range program that see in the emergency a special need for insuring the maintenance of standards of child care. These committees are continuing to keep before the citizens of the State the principles set forth in the Conference recommendations, as a foundation for a post-war child-welfare program. Almost without exception State White House Conference Committees which have temporarily ceased active work have indicated that they hope to resume work when the war is over and the emergency agencies have been discontinued and have stated that through participation of their members in committees concerned with children in wartime they will be continuing to promote the purposes of the White House Conference.

The follow-up program of the Conference on Children in a Democracy could not have taken root had it not been for the active interest of National agencies and State-wide organizations concerned with various aspects of family and child welfare, which have kept the objectives of the Conference before the public and have urged the need for translating the recommendations into State and community action. Through publicity these organizations have laid a broad foundation of Nation-wide understanding of the standards essential to child health, education, and social welfare in wartime as in normal times.

CARE AND PROTECTION OF CHILDREN IN WARTIME

The Children's Charter in Wartime, formulated by the Children's Bureau Commission on Children in Wartime in March 1942, begins with these words:

We are in total war against the aggressor nations. We are fighting again for human freedom and especially for the future of our children in a free world.

Children must be safeguarded—and they can be safeguarded—in the midst of this total war so that they can live and share in that future. They must be nourished, sheltered, and protected even in the stress of war production so that they will be strong to carry forward a just and lasting peace.

In August 1942 the Commission adopted a Program of State Action for Our Children in Wartime, outlining 10 subjects which should be

⁵ *Ibid.*, pp. 84-85.

⁶ As of January 1, 1942, the activities of the National Citizens Committee were discontinued, and its work was delegated to the Federal Children's Bureau.

given consideration by the States as war measures.⁷ The program includes health services so organized as to overcome or compensate for overcrowding of existing health facilities and shortages in medical and nursing personnel, and nutrition education, school lunches, and low-cost milk in order to insure adequate nourishing food for all children. Foreseeing the possibility of enemy attack, protection of children in danger zones, and provision for their safety constitute an essential part of the program. The employment of mothers in war industries necessitates provision of day care for their children. Also in the field of social service, special assistance programs are advocated to meet wartime needs of children in their own homes, community child-welfare and other social services that will conserve home life for children and safeguard them from neglect and delinquency, and provision for the care of children who because of war conditions must be separated from their families.

Opportunities for recreation and mental-health services are seen as measures which will help children and parents to overcome wartime strain and insecurity and to make adjustments required by war conditions. Emphasis is placed upon overcoming or compensating for shortages of schools or teachers and assuring full school opportunity for each child, and upon meeting the needs of the Nation for participation of young people in war production while having due regard for conservation of health and educational opportunity for youth in accordance with the basic principles of child-labor regulation.

The following suggestions were made by the Commission in regard to organization for effective action:

1. Fixing responsibility for planning, coordination, and leadership on some representative State group. Wherever practicable this group should be a committee or subcommittee of the council of defense, whose work

should be properly related to the work of other defense-council committees including those dealing with emergency and protective measures.

2. Inclusion in the State committee of representatives of State departments of welfare, health, education, and labor, and of State-wide organizations concerned with children; especially representatives of active State White House Conference committees and other groups having a similarly broad purpose, with provision for full cooperation with such groups.

3. Organization of a representative local committee, when practicable, as part of the local defense council.

In pursuance of this plan the Federal Office of Civilian Defense and the Children's Bureau have collaborated in promoting the development of State defense council committees on children in wartime. By June 1943 about half of the State defense councils had organized such committees for action along the lines suggested by the Commission. Notable progress has been made in a number of States in organization of local committees which parallel the State committee in representativeness of membership and scope of program, and which work under the general guidance of the State group.

A publication prepared under the direction of the Children's Bureau Commission on Children in Wartime outlines "Community Action for Children in Wartime"⁸ somewhat along the lines of the earlier statement by the Commission in regard to State action. Definite suggestions are made for action especially in communities where war conditions have intensified certain problems:

1. A well-baby clinic in every community.
2. Care for children of employed mothers.
3. School lunches in every school.
4. Schooling for every child.
5. Play and recreation programs in every community.
6. Employment safeguards for every boy and girl.

Some of the community projects that are initiated as emergency measures will be needed only for the duration of the war, but many of them will prove to be services that should be expanded as parts of the permanent program for child welfare.

⁷ A Program of State Action Adopted August 28, 1942, by the Children's Bureau Commission on Children in Wartime in consultation with the Office of Defense Health and Welfare Services and the Office of Civilian Defense. Children's Bureau, Washington, 1942.

⁸ Community Action for Children in Wartime. Children's Bureau Publication 295. Washington, 1943.

State Plans Approved for Care of Children of Employed Mothers

State plans for day-care services for children of employed mothers, submitted by State welfare departments, had been approved by the Office of Community War Services of the Federal Security Agency, formerly the Office of

Defense Health and Welfare Services, for 29 States up to May 15, 1943, on the recommendation of the Children's Bureau. The number of States with educational plans approved on the recommendation of the Office of Education stood at 33.

• SAFEGUARDING THE HEALTH OF • MOTHERS AND CHILDREN

Emergency Maternity and Infant-Care Programs

State plans to provide maternity and infant care for the wives and infants of men in the armed forces (fourth, fifth, sixth, and seventh grades) are rapidly being put into operation. Plans and budgets for the following 26 States had been approved by the Children's Bureau up to May 25:

Arizona.
Arkansas.
Connecticut.
Delaware.
Idaho.
Illinois.
Indiana.
Kansas.
Kentucky.
Maine.
Maryland.
Michigan.
Mississippi.

Nevada.
New Jersey.
New Mexico.
North Carolina.
Oklahoma.
Rhode Island.
South Carolina.
South Dakota.
Utah.
Vermont.
West Virginia.
Wisconsin.
Wyoming.

These programs for emergency maternity and infant care are being set up as a part of the 1943

annual plans and budgets of the States under maternal and child-health services, so that, by requesting extension of approval of existing emergency maternal and infant-care plans, States may continue them without interruption into the 1944 fiscal year, which begins July 1, 1943.

A folder, *Maternity and Infant Care for Wives and Infants of Men in the Armed Forces*, issued by the Children's Bureau, tells in brief form who is eligible for service under the emergency maternity and infant-care programs, how to apply, what services the patient can expect to receive, and how the plans work. It also lists the ranks and ratings of enlisted men of the fourth, fifth, sixth, and seventh grades of the armed forces as of April 15, 1943. Copies of this folder can be obtained on request from the Children's Bureau or from the State health departments.

A Rural School-Lunch Program

BY ELIZABETH L. KINGSBURY, NUTRITION CONSULTANT

State Department of Health and Welfare, Augusta, Maine

When a school-lunch program is proposed for a community, there are likely to be many obstacles to hurdle. The school authorities or local civic leaders may shake their heads and say, "We have no room for it. Where can we get any labor? Equipment is impossible to procure. There are no funds to finance a school-lunch program. The children get along all right without it. We don't want to clutter up the school program with anything more."

It is encouraging, then, to come on an individual with enthusiasm, who will let no obstacle come in his way. Such a man is the principal of a certain grammar school in the heart of the northern Maine potato country. "We must have a school-lunch program," he said with such fire that the local organizations caught the spirit and joined in raising funds to help finance the project. Everyone wondered where it could be fitted into the school building, which had been planned without thought of cooking or eating facilities. "Take my office for the kitchen, move the cloakroom, set up the tables and benches in this space with an

overflow into one of the classrooms," the principal suggested.

Simple plank tables and settees were built from local lumber to accommodate 150 to 200 pupils. A stove and some simple cooking equipment were donated. An extra oil stove was brought in from a camp to heat a big container of hot water, for the set-up afforded no such luxury as running hot water. Food could be purchased locally, supplemented with surplus commodities when available, and donations were received from some of the children in return for free lunches. The meals were simple but contained a good balance of the essential foods.

The discontinuance of the Work Projects Administration, which had carried the expense of labor, meant another problem to solve. But the principal found an answer: "Our local funds can bear part of the expense but we will need to increase the cost of the meal for those who can afford to pay." He sent a questionnaire home to the parents explaining the situa-

tion, and asking how many could pay 10 cents daily for each child in the family.

Letters such as this came in reply:

I want to apologize for not returning your paper, but my little boy cut it up into paper dolls; but I wanted to tell you that I am willing to pay 10c a day, and I think the hot lunches are a very good thing for the children, and for the school.

Special arrangements were made for children whose parents could not pay this amount.

Many of the children came from families who could not afford an adequate diet for growing children, or did not know about the foods they needed. This noon lunch meant at least one square meal a day for bodies that truly had both

hollow and hidden hunger. A physical examination of the children would probably have shown some interesting results; a casual observer could notice the healthy color on the cheeks of these children, the vitality which vibrated through the group. There were no finicky appetites. Each child ate all of his meal. Undoubtedly a school-lunch program is one of the best ways to teach children to eat protective foods and to understand the relation of food to health. And here on the home front the responsibility of every one of us is to insure better health and physical development for the world of tomorrow.

TELL US WHAT YOUR COMMUNITY IS DOING

The Children's Bureau plans to publish in *The Child* during the last 6 months of 1943 several short, graphic accounts of local activities illustrating the six-point program outlined in Community Action for Children in Wartime (Children's Bureau Publication 295). Contributions are invited. The six-point program calls for:

1. A well-baby clinic in every community.
2. Care for children of employed mothers.
3. School lunches in every school.
4. Schooling for every child.
5. Play and recreation programs in every community.
6. Employment safeguards for every boy and girl.

Stories should not exceed 800 words and may describe any one of these programs or any combination of them, as already existing in a community or as newly established. If photographs illustrating the program are available they should be submitted with the article. Send two typewritten copies of the manuscript if possible.

Give specific details—on ways in which community interest was stimulated, how the program was set up and financed, what groups helped, what features do most to make it a success. Don't think you cannot send in a story because the program is not county-wide; we want to know what *your own neighborhood* is doing.

Contributions received by the first of each month will be considered for publication in *The Child* for the following month. Reprints up to 100 copies will be available without charge to the author of an article accepted for publication. Address contributions to Editor, *The Child*, Children's Bureau, U. S. Department of Labor, Washington, D. C.

Advisory Committee to Office of Foreign Relief and Rehabilitation Operations

The Director of the Office of Foreign Relief and Rehabilitation Operations, Herbert H. Lehman, former Governor of New York State, has announced the setting up of an Advisory Committee on Health and Medical Care with Surgeon General Thomas Parran of the Public Health Service as chairman. The other members of the committee are Brigadier General James S. Simmons, United States Army; Commander T. J. Carter, United States Navy; Dr. James A. Crabtree, Medical Director of the Office of Foreign Relief; Dr. Martha M. Eliot, Associate Chief of the Children's Bureau; Dr. Alfred Cohn, Board of Economic Warfare; Professor C.-E. A. Winslow, Yale University School of Medicine; Dr. Frank G. Boudreau, director of the Milbank Memorial Fund; and

Selskar M. Gunn, vice president of the Rockefeller Foundation.

Dr. Eliot is chairman of the subcommittee on maternal and child health, of which Dr. Henry F. Helmholtz, Dr. Edwards A. Park, Dr. Nicholson J. Eastman, Dr. Clifford Grulee, and Dr. Joseph Stokes are members. Other subcommittees have to do with nutrition, sanitation of environment, and tropical diseases.

The Advisory Committee will collect and analyze information, appraise epidemic and other disease conditions likely to occur, estimate amount and kinds of needed health and medical supplies and equipment, consider sources of personnel needed, consider nutritional problems ahead, and advise the Director on other aspects of public health as occasion arises.

• INTER-AMERICAN COOPERATION •

Council Meeting in Montevideo

The Council of the American International Institute for the Protection of Childhood met in Montevideo, Uruguay, headquarters of the Institute, on May 28, 1943. One of the topics considered was the report of a commission appointed as a result of a recommendation of the Eighth Pan American Child Congress that the Institute study nutrition problems of the children of the Americas. Katharine F. Lenroot, Chief of the Children's Bureau, who represents the United States Government on the Council, left Washington May 14 to attend the meeting in Montevideo.

Miss Lenroot planned to visit several South American countries before returning to the United States.

Cuban Branch of American Academy of Pediatrics

Twelve Cuban pediatricians were designated as members of the American Academy of Pediatrics on December 31, 1942, and now constitute the Cuban Branch of the Academy. At the first meeting of the Cuban Branch, in January 1943, Dr. Felix Hurtado Galtes, Profesor Auxiliar de Pediatría, was proposed as chairman and Dr. Emilio Soto Pradera, Especialista de Niños del Hospital de Maternidad Obrera de la Habana, as secretary of the Branch.

The other 10 members of the Cuban Branch of the American Academy of Pediatrics are: Dr. Angel Arturo Aballí, Dr. Clemente Inclan y Costa, Dr. Teodosio Valledor, Dr. Augustin Castellanos, Dr. Julio Cabrera Calderin, Dr. Gustavo Cardelle, Dr. Gabriel Gomez del Rio, Dr. Carlos Hernández Miyares, Dr. Serafín Falcón, and Dr. Roberto Valdez Diaz.

Uruguay

Child-Welfare Work.

The Asociación Uruguaya de Protección a la Infancia, an important private agency, has been engaged for 18 years in the work of helping destitute children in Uruguay, supplementing the activities of the Government, which is hampered by lack of funds.

In 1942 the society maintained 11 lunch rooms serving 2,000 school children daily and operated 4 nursery schools caring for 300 children between the ages of 3 and 6 years. The society has also been giving financial aid to expectant mothers and taking steps to bring about the marriage of couples living in free union and the registration of births. It also promotes health education.

La Mañana, Montevideo, September 21 and October 8, 1942.

Peru

First National Congress on the Protection of Childhood.

The Peruvian Pediatric Society has announced that the opening of the First National Congress for the Protection of Childhood, in Lima, Peru, has been set for July 4, 1943, and that the coincidence of the date with the anniversary of the independence of the United States will be the occasion for special recognition of the progress in inter-American cooperation for child welfare brought about through the Pan American Child Congresses.

Mexico

Day Nurseries in Mexico City.

The increasing demand for women workers has resulted in the establishment of additional day nurseries in Mexico City in recent months. These nurseries (guarderías infantiles), primarily for children of employed mothers, were set up by committees of women volunteers (comités voluntarios de asistencia infantil) and are maintained by joint grants from these committees and from the Department of Public Welfare. The day nurseries are administered by these committees, whose work for mothers and children is under the general supervision of the Department of Public Welfare.

Novedades, Mexico City, November 17, 1942.

Activities of Federal Department of Public Welfare.

The growing activities of the Federal Department of Public Welfare of Mexico (Secretaría de la Asistencia Pública) are described in the report of the Department for the fiscal year

1942. Among other bureaus the Department includes a Bureau of Child Welfare, a Bureau of Public Welfare in the Federal District, a Bureau of Welfare in the States and Territories, and a Bureau of Studies and Investigations.

As reorganized in 1942 the Bureau of Child Welfare (Dirección General de Asistencia Infantil) consists of the Division of Medical Aid (Departamento de Asistencia Médica) and the Division of Social Aid to Mothers and Children (Departamento de Acción Social Infantil y Maternal).

Among the activities of the Division of Medical Aid, the report gives special prominence to the work of the child-health centers. A committee of three physicians was appointed to investigate the work of the centers and suggest improvements. Special courses were organized for physicians and for public-health nurses engaged in work with children. Medical attendance on children in their homes was another new phase of the division's work.

The Division of Social Aid to Mothers and Children investigates and makes decisions on all applications for aid. In 1942 it organized brief courses in social services for its employees; some employees were given the opportunity to study

at the School of Social Service of the National University of Mexico.

The Bureau of Child Welfare received, as in previous years, considerable financial and other aid from the voluntary committees on child welfare (comités voluntarios de asistencia infantil); eight such committees were set up during the year. There is in the Bureau a special section concerned with the work of mothers' clubs, which are engaged in educational activities for mothers, such as instruction in reading, writing, home management, sewing, and other work.

In accordance with the Bureau's new policy of aiding children in their own homes or placing them in foster homes in preference to institutions, conditions in the public-welfare institutions were investigated, and many children were transferred to supervised foster homes. Children in foster homes receive medical and dental care, and in recent months a suitable diet has been prescribed for them.

An appendix contains colored plates and charts depicting the Department's activities.

Secretaría de la Asistencia Pública, Informe de Labores Presentado al H. Ejecutivo de la Unión, por el Dr. Gustavo Baz, Secretario del Ramo, 1941-42, México.

• EVENTS OF CURRENT INTEREST •

Summer Courses

International Relief Administration.

A summer institute in international relief administration will be conducted by Dr. Hertha Kraus at Bryn Mawr College, Bryn Mawr, Pa., June 13-26. The institute will be open to graduates of social-work schools and to other qualified men and women with professional experience in community organization, public administration, and teaching, especially in the fields of social sciences and modern languages. The enrollment is limited to 35 students.

Indian Service Summer Schools.

Haskell Institute, Lawrence, Kans., offers courses from June 3 to June 30 for in-service training designed for new employees entering the Indian Service and for women who replace men in school activities in agriculture, livestock management, and shop work. The effect of

war and post-war planning on the curricula of Indian schools will also be studied.

Public-Health Nursing.

Public Health Nursing for April 1943 gives a list of summer courses for public-health nurses, which includes maternal health, infant and preschool health, dental-health education, personnel and guidance, and so forth.

Workshop in Community Nutrition.

The University of Chicago will conduct a Workshop in Community Nutrition, July 19 to August 21, for nutrition workers who are concerned with improving nutrition of the people. A physician and a nutritionist from the United States Children's Bureau, representatives of other Government agencies rendering nutrition services, and other special lecturers will participate.

Family and Child-Care Services in Wartime.

Vassar College, Poughkeepsie, N. Y., will conduct its second Institute for Family and Child-Care Services in Wartime, July 1-30. The institute will be open to men and women who are actively engaged in some type of community service, professional or volunteer, and who have had 2 years' study in a liberal-arts college or the equivalent in special work. Adults may enter their children from 2 to 12 years of age in the children's school. There will be five seminars based on special interests of students and lectures by specialists.

Workshop in Family-Life Education.

The Florida State College for Women, Tallahassee, in cooperation with the State Department of Education, has planned a Workshop in Family-Life Education for Florida communities from July 5 to July 23. The purpose of the proposed workshop is to give an opportunity to representatives of Florida communities to work together under expert guidance on programs for home and family life.

Children and the War.

The University of Iowa, Iowa City, offers a special summer program from June 7 to July 30 for people who work professionally with children, in addition to the regular summer schedule offered by the Iowa Child Welfare Research Station and cooperating departments. Oppor-

tunities for observation and experimental work will be available in the preschool laboratories.

Family-Life Education.

Mills College, Oakland, Calif., is offering a course in Family Life Education from June 28 to July 16. The course is designed for those teaching courses on marriage and family relations, how to do so; for parent-teacher leaders; for social workers; and for others, including parents, who are dealing with boy-girl relationships. Students of college standing may take the course with or without credit.

Institutes at New York School of Social Work.

Three series of summer institutes stressing problems of social-work practice in wartime and consideration of post-war problems will be given by the New York School of Social Work, Columbia University, as follows: Series A, July 19-30; Series B, August 2-13; Series C, August 16-27. Series A includes "Child Care in Wartime."

Seminar on Delinquent Behavior.

The Graduate School of Social Work of the University of Southern California will conduct a seminar on delinquent behavior August 2 to August 21, in which probation officers, children's workers, and teachers will participate. A member of the staff of the Social Service Division of the Children's Bureau has been invited to assist.

Publication of THE CHILD, Monthly Bulletin, with SOCIAL STATISTICS supplements from time to time, was authorized by the Bureau of the Budget, May 12, 1936, under Rule 42 of the Joint Committee on Printing, to meet the need of agencies working with or for children for a regular channel of information on current developments, activities, policies, and programs for maintaining the health of mothers and children, providing child-welfare services, and safeguarding the employment of youth. Communications and requests to be placed on the free official mailing list should be addressed to Miriam Keeler, editor, The Child, Children's Bureau, U. S. Department of Labor, Washington, D. C.

The Children's Bureau does not necessarily assume responsibility for the statements or opinions of contributors not connected with the Bureau.

THE CHILD is for sale by the Superintendent of Documents, Government Printing Office, Washington, D. C., at 50 cents a year; foreign postage, 25 cents additional; single copies, 5 cents.

UNITED STATES
DEPARTMENT OF LABOR

FRANCES PERKINS, SECRETARY



CHILDREN'S BUREAU

KATHARINE F. LENROOT, CHIEF

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